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ABSTRACT

The Research About Teacher Education (RATE) project is an ongoing data collection effort to establish a reliable database about institutions of higher education where teachers are prepared, and about the faculty, students, and programs at these institutions. This study on the preparation of teachers in urban settings collected data from 230 teacher educators, 220 students, and 52 deans or heads of education in 58 teacher education programs in cities belonging to the Council of Great City Schools. The study examined: working conditions of teacher education faculty; relationships with preschool, elementary, and secondary schools; indices of program quality and capacity for further renewal; programming for teaching in an urban setting; college selection and career orientation of the student sample; academic achievement and related accomplishments; and laboratory, clinical, and field experiences. Results indicated that: (1) almost 55 percent of faculty respondents were female and 15 percent were nonwhite; (2) over a third of prospective teachers reported an "A" high school grade average; (3) over 90 percent of students rated their preparation above average; (4) 51 percent viewed their education courses as intellectually demanding as their noneducation courses; (5) education heads and faculty reported willingness by major urban districts to cooperate with them on teacher education matters; (6) many preservice teachers preferred not to teach in an inner-city context; and (7) further attrition and diminishment of what was a weak laboratory and clinical base in teacher preparation was found. Appendixes list institutions participating in the study and RATE Research Team members. (JDD)

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RATE VII:
Teacher Preparation in the Urban Context

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RATE VII:
Teacher Preparation in the Urban Context

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FOREWORD

The RATE studies have made a significant contribution to the body of knowledge about the practice of teacher education and the characteristics of education students and their faculty. Across the seven studies, RATE researchers have provided us with information and data analysis that is both a snapshot of our progress and a guide for discussions of policy issues.

RATE VII probes teacher education in the urban context, recognizing the importance of that setting for the future of both K-12 and teacher education. It was interesting to me, as a teacher educator in a program committed to the preparation of teachers for the urban schools, to see the contrasts between RATE VII data and the previous six studies. Using categories previously studied across teacher education institutions, RATE VII describes, for example, a teacher education faculty constituted, for the first time in a RATE study, by a majority of females. The data also show a greater percentage of faculty from underrepresented groups than in the past RATE studies, and a surprisingly high percentage of faculty who indicate that they can fluently speak a language or languages other than English.

In prior RATE studies, the data have challenged commonly held perceptions. In RATE VII, the perception of little activity linking teacher preparation programs with reform efforts in elementary and secondary schools is called into question. The RATE VII data find that faculty in urban teacher preparation institutions report being actively sought as resources in reform and seeing themselves as contributing to school improvements in their urban areas. Also important in RATE VII are the reports of faculty perception of progress in program innovations. In a climate of standards and assessment, it is good to see the level of progress reported in use of student portfolios, for example, in RATE VII.

As we near the end of the 20th century, it is clear that among teacher education's greatest challenges is the need to develop teachers who can work effectively with all children, but especially with those in our urban centers. These children often come to school speaking a language other than English; they may lack adequate food, clothing, and shelter; they attend classes in some of the oldest and least well-maintained buildings. This study contributes to our understanding of the state of teacher education in that urban context and provides a data resource to examine our practice.

On behalf of the Association, I offer both the researchers and the participants our thanks and appreciation for their work on RATE VII.

Mary E. Diez
AACTE president, 1993-94

ACKNOWLEDGMENTS

This seventh annual RATE report is first and foremost the result of the excellent cooperation of 58 institutions preparing teachers, the heads of these SCDEs, and the teacher education faculty and students therein. Completion of the RATE surveys calls for considerable time and effort and the compilation of difficult-to-obtain institutional background data as well. Without this widespread support, the study would simply not be possible. These institutions' contributions to the study and to AACTE's research agenda are to be commended. The names of the participating institutions are listed in Appendix A.

Second, the RATE research team annually contributes many, many hours to the project in the design of the study and subsequent instrument development through data analyses to publication. Their names and titles are listed in Appendix B and include Richard Arends (Central Connecticut State University); Gary Galluzzo (University of Northern Colorado); Ken Howey (Ohio State University); Sam Yarger (The University of Miami); and Nancy Zimpher (Ohio State University).

Four of these five individuals have been with the RATE project since its inception a decade ago and Dick Arends joined the RATE group early in the second year of the project. This has been a sustaining labor of love for these five individuals. Ken Howey serves as coordinator and editor for the project and special thanks to him and Sue Gabel at Ohio State are in order for the preparation of the manuscript. Nancy Zimpher, dean of the college, has supplied resources beyond those provided by AACTE and William Loadman and Gregg DeVille have provided invaluable assistance with data entry and analysis.

Finally, AACTE staff assisted with both oversight and ultimate publication of the project. Special indebtedness goes to Mary Dilworth, AACTE senior director of research and information and director of the ERIC Clearinghouse on Teaching and Teacher Education; to her colleagues, Mark S. Lewis, Deborah N. Rybicki; and Judy A. Beck; and to David G. Imig, executive director of AACTE.

INTRODUCTION AND METHODOLOGY

For the past several years, a team of researchers, working under the auspices of the American Association of Colleges for Teacher Education (AACTE), has been studying teacher education programs in the 700-plus institutions that make up the Association's membership. Known as the Research About Teacher Education (RATE) study, the project annually surveys a random sample of institutions differentiated by highest degree level: bachelor, baccalaureate, master's, and sixth-year degree programs; and baccalaureate, master's, sixth-year, and doctoral degree programs in education. This work over time has produced information on over 4,000 teacher candidates and faculty at approximately 250 teacher education programs. This current report focuses on research undertaken during the seventh year of data collection. In this seventh year the focus was on the preparation of teachers in urban settings--namely, in those institutions that prepare teachers and are located in cities that belong to the Council of Great City Schools.

The purpose of the RATE project is to collect reliable and accurate information about institutions of higher education where teachers are prepared and about the teacher education faculty, students, and preservice programs within these institutions. Its intent is to not only inform readers about best practice, conditions, and trends but to stimulate discussion as well across the profession about issues and problems attached to teacher education.

The data reported in this monograph were taken from three sources—separate faculty and student questionnaires and an institutional data set. These data were collected by campus-based research representatives who were trained by the RATE research team at the 1992 AACTE Annual Meeting. Each research representative was given a *Research Representatives Manual* in which the desired data and data collection methods were specified.

Sampling Techniques

All institutions preparing teachers which in 1992 were located in one of the cities belonging to the Council of Great City Schools were solicited to participate in the RATE VII study. This sampling decision was made because these sites were located in 48 of the 50 largest urban districts in the United States. It was believed that this would provide an appropriate sample given that the focal point of the study was the preparation of teachers for the urban context. Obviously many institutions not located in these particular urban contexts or for that matter in any urban context prepare teachers for urban settings. However, the research team decided that much could be learned by focusing on those SCDEs in closest geographic proximity to major urban contexts. Since this was not a typical RATE survey, i.e., stratified by institutional type and drawn exclusively from the AACTE membership list, commitment to the study was not what it had been in previous years. Fifty-eight of the 112 institutions polled ultimately participated. This is a number too small to examine by strata or degree offered but it is a number that nonetheless represents over 52% of the institutions preparing teachers in major urban areas. Within these institutions, 230 teacher educators, 220 students, and 52 deans or heads of education participated in the survey.

THE TEACHER EDUCATION FACULTY SAMPLE

RATE VII's sample of faculty members was drawn randomly at each of the 58 schools, colleges, and departments of education (SCDEs) who participated in the study. Up to four faculty members who had a primary assignment in a program of teacher education in these urban institutions were randomly selected. This resulted in a faculty sample of 230 individuals. Over the past six years of the RATE study the profile of teacher education faculty, regardless of their responsibities, has remained quite stable. They have been largely White (from 90 to 93% each year). They have also been primarily male, but with considerable variation by program affiliation. For example, almost three-quarters of the foundation faculty members were male and almost half of the elementary education faculty were female (46%). These faculty members are middle-aged with their mean ages in prior years ranging from 47 years to 53 years. The very considerable majority, over 95%, have earned their doctorate. About two-thirds of the sample tended to be tenured and the greatest percentage were found at the level of full professor, followed in turn by those at the associate rank, with the fewest (20%) at the assistant rank. They have typically been at their present institution between 12 and 15 years and they have averaged almost nine years of prior experience in one role or another in elementary and secondary schools.

In summary and as a backdrop for an examination of faculty from these urban institutions, the typical faculty member in teacher education in the previous RATE was a White, middle-aged male with some considerable experience in his present institution as well as in an elementary or secondary school. Typically, he also was heavily invested in his students, engaged in a range of activities on- and off-campus, and had achieved but a modest publication record.

When we examined the sample of faculty in teacher education programs in urban areas, we found deviations from the above profile. For example, only about a third of the faculty were at the rank of professor and a slightly higher percentage (26.6%) were at the assistant professor level. The greatest percentage were at the rank of associate professor. We also found, for the first time in the RATE annual faculty survey, a majority of females (54.8%). This year's urban sample also reflected a somewhat younger teacher education faculty profile. The other noticeable departure from the cumulative profile depicted from the earlier RATE surveys was in terms of race or ethnicity. An almost 15% minority population was found among these teacher educators, which exceeded any previous sample by 5%. Most of this underrepresented population were African-Americans; they comprised almost 10% (9.2%) of the total sample. This was about double the percentage of African Americans found in previous samples.

Also, while almost all of the respondents (96.5%) reported English as their native language, nonetheless almost one in six (16.5%) indicated that they could fluently speak a language or languages other than English, a surprisingly high percentage. Almost half of the sample (45.5%) indicated that they lived in a neighborhood that had a racial composition that was more than 95% White. About another third of the sample (31.2%) reported that they had a residence in a

neighborhood that was a least 75% White. Approximately 10% indicated that their neighborhood was mostly White. Only one in 20 of the faculty members reported that they lived in a neighborhood in which historically underrepresented groups were in the majority.

We know that students do not venture far from home in terms of where they pursue their studies in teacher preparation, often less than 50 miles. We attempted to ascertain the extent to which faculty as well might represent a local profile in terms of the relationship of their SCDE to where they were raised. About a quarter of the faculty sample indicated that their hometown was within 50 miles of the institution where they were presently teaching. Another 15% reported their hometown was within 200 miles, and finally, about another 20% (19.1%) indicated that their residence was within 500 miles from where they were presently employed. Thus we found that about 40% of the faculty sample could be considered in relative local proximity to where they were raised (200 miles or less), another 20% within the general geographic region (500 miles or less) with the remaining 40% representing more considerable distance (more than 500 miles) from where they were raised.

Working Conditions

The RATE VI study, *The Context for the Reform of Teacher Education*, examined a variety of conditions within institutions of higher education that prepare teachers as well as conditions external to them that could affect their ability and disposition to provide quality teacher education. Universally, teacher education faculty members and administrators reported marked decreases in the resources and support that they had to conduct their activities. At the same time they indicated increasing pressure to take on more responsibilities and to develop more school-focused forms of teacher preparation. They also reported that there was an increased amount of regulation relative to teacher education. Thus in RATE VIi, we also examined what teacher educators in urban institutions perceived to be the level of support for the education of teachers. RATE VII, for example, inquired about the level of support for travel to professional meetings during the previous calendar year. About three in 10 respondents reported that they had no such support. The remainmg respondents (71.2%) indicated that they received support, and while there was considerable variability, the median level of support reported was approximately $500. The level of support tended to be larger at research-oriented institutions.

We asked the faculty to rate, on a 7-point scale, the adequacy of secretarial support that was provided to them and again found considerable variability across institutions. A little more than a third (35.7%) of the responding teacher educators, for example, indicated that support in this regard was less than adequate; almost another 20% (18.9%) characterized the assistance they received in this regard as moderate. The remaining 45% (45.4%) reported that their clerical support was good or excellent.

Another common form of assistance to faculty members in graduate-level institutions is the assignment of a graduate or undergraduate student to assist them in a variety of ways. At the

graduate level these typically are either research or teaching assistants. Only one in four faculty respondents indicated that they had graduate student assistants and even fewer, about 13%, or one in seven, indicated that they had some form of undergraduate student assistance.

A personal computer can be very enabling of the work of a faculty member and a little more than two-thirds of our respondents (68.3%) indicated that the institution did provide them with such a resource. However, this left almost a third of the teacher educators without such a resource provided by the institution.

Finally, we inquired about the level of support for faculty development. Here again, considerable variability existed. A little more than a third of the sample indicated that resources in this regard range from sparse to nonexistent (35.3%), about another third indicated that they have moderate resources in this regard, and finally about a third indicated that they thought support relative to their own development was adequate or more than adequate.

Thus it seems that support for faculty along a number of dimensions appears problematic. There were fairly sizable numbers of faculty members who had no support for travel, who had only marginal secretarial support, who had no student assistance, and in several instances were not supplied with contemporary technology at the expense of their institution. Finally, many reported fairly severe limitations in terms of support for their own continuing professional development.

Given this portrayal, one could expect fairly widespread dissatisfaction among these teacher educators. However, just as was the situation in the RATE VI study when various contextual factors that impact teacher educators were examined and many were found to have a negative influence, the majority of faculty nonetheless reported that they were generally satisfied with their present circumstances. For example, more than a third (36.4%) indicated very considerable satisfaction and almost 45% indicated moderate levels of satisfaction. Only about 20% (19.9%), or one in five, indicated dissatisfaction or considerable dissatisfaction. Thus, levels of satisfaction were about as variable as the state of the resources that existed to support faculty but overall were somewhat higher than one might have expected. College teaching, even in our more labor-intensive academic settings, remains a satisfying activity for most.

Relationships with P-12 Schools

Certainly those in schools, colleges, and departments of education are not the only ones in education faced with diminishing resources and related problems. Budget shortfalls and uneven pupil performance are but two of the pervasive problems that beset those in elementary and secondary schools in urban areas. The RATE VII survey solicited responses relative to the willingness of those in urban K-12 schools to cooperate with SCDEs in their efforts to educate teachers and to improve the means by which they do this. Regardless of the problems that exist in these surrounding schools, the considerable majority of the faculty polled indicated that elementary and secondary school personnel were either willing or very willing to assist them in their endeavors.

For example, almost 45% of the respondents indicated considerable willingness to do so, point 6 or 7 on the 7-point scale, and another almost 45% (43.6%) indicated that they were willing to assist. The teacher educators were also asked to rate the extent to which teachers and administrators had contributed directly to recent changes in their teacher education programs. The teacher faculty members in these urban institutions again reported fairly high degrees of assistance in this regard. More than one in four (26.2%) indicated they have received a great deal of direct assistance and another almost 50% (49.4%) indicated at least a moderate amount of assistance from those in P-12 schools.

Conversely, RATE VII was interested in whether those in elementary and secondary schools in these major urban areas sought assistance from the teacher education faculty members in efforts to improve their elementary and secondary schools. A common perception is that reform efforts in elementary and secondary schools are proceeding with minimal or marginal assistance from those in SCDEs. These RATE VII data disagree. There was, at least in terms of the perceptions of the teacher educators polled, a fair degree of reciprocity between teacher education faculty members and elementary and secondary teachers in terms of assisting one another. That is to say, about 20% of the teacher educators characterized the degree to which they were solicited for assistance by those in schools as quite considerable and another 50% reported that they were solicited at least a moderate amount. Each faculty respondent was also asked to estimate the extent to which their teacher education faculty as a whole had contributed to school improvements in their urban area over the last three-year period. The responses here were similar to those of P-12 teacher contributions to programs of teacher education. Almost one in four (24.8%) indicated that the faculty as a whole contributed a good deal, and almost another 50% at least a moderate amount (46.5%). Each individual was asked to estimate the extent of their own contributions in this regard as well and responses were similar to that of faculty as a whole. A little more than a quarter (26.5%) reported that they had personally made a very substantial contribution to improved practice in a major urban district and almost 50% at least a moderate contribution.

Finally, we were concerned as to whether SCDE faculty members were apprehensive about working in inner-city schools. The teacher educators tended to have some apprehensions, but only 4.4% or about one in 20 indicated that these were considerable while another one in five (22.8%) expressed a moderate amount of apprehension.

Indices of Program Quality and Capacity for Further Renewal

Before we examine aspects of teacher education distinctive to the urban setting, faculty perceptions of preservice program quality generally and endeavors to further improve present practice are also briefly reviewed. Each year faculty members are asked to rate the overall quality of the teacher education programs at their institution. Faculty perceptions in previous years have remained remarkably stable, with the percentage of those reporting that their programs were good

or excellent ranging from 70 to almost 80%. Student perceptions of program quality were invariably slightly higher. RATE VII once again found a similar pattern. Over half of the sample, or 53% of the teacher educators, rated their programs toward the high end of the scale, that is point 6 and 7, and another 38% rated the programs as above average, or point 5. Thus, perceptions of the quality of programs of teacher education in urban institutions were generally similar to those in other years.

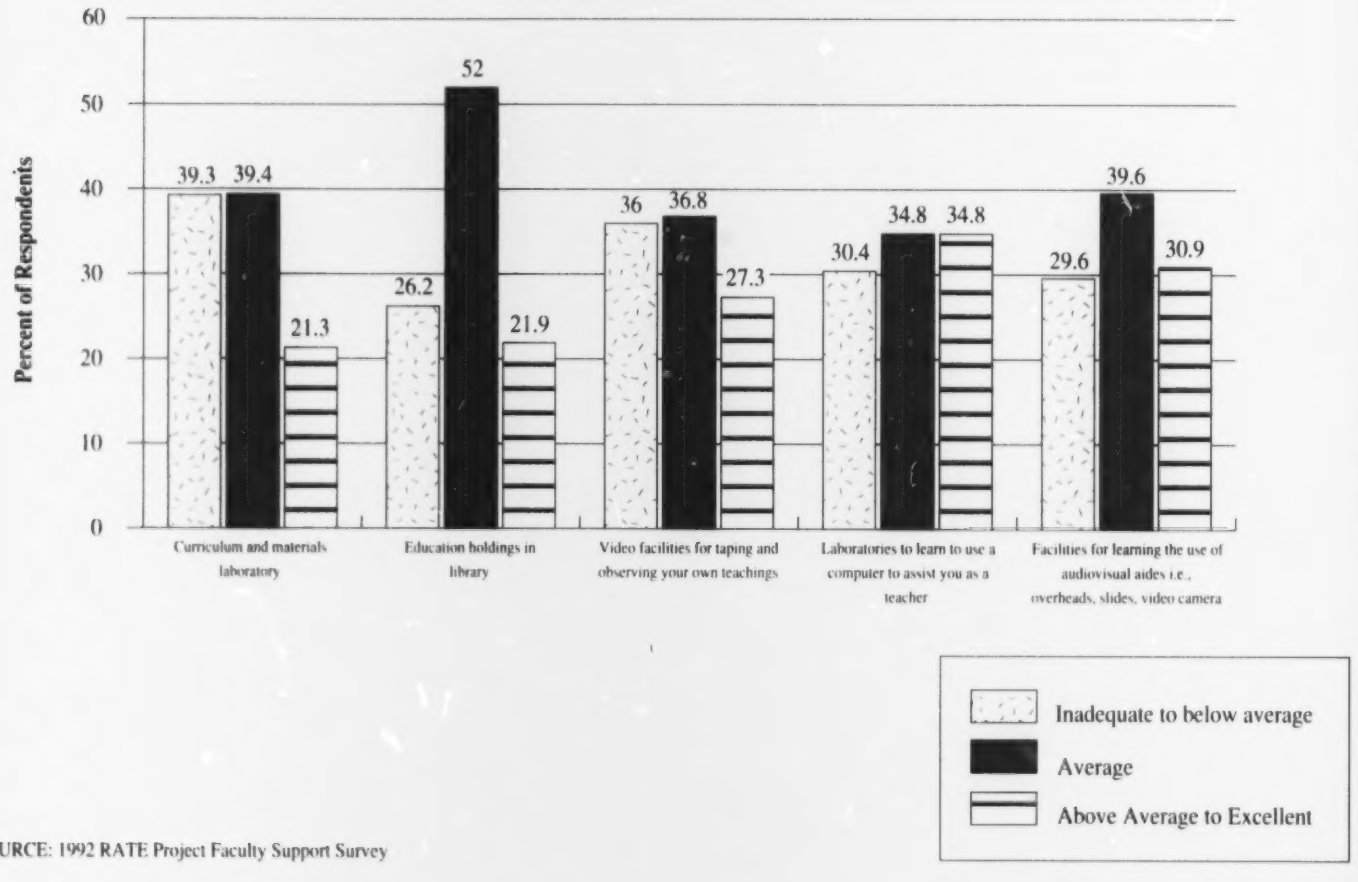
A parallel question asked each year is how faculty members rate the quality of students in the particular teacher education program with which they were most closely affiliated. As is the situation in terms of program ratings, ratings of student quality have also been consistently high and stable. The RATE VII data indicated that these preservice students or prospective teachers were typically in the upper third of their high school rank and maintained a little better than a B average in both their general studies and teacher education courses. Likewise, RATE VII data indicated that scores on the SAT in those institutions maintaining these records tend to fall close to 900 (898) or very close to the national average of 906. Therefore, we should not be surprised that once again the majority of faculty members (52.6%) rated the quality of their students very highly, 6 or 7 on a 7-point scale; another third rated them as above average.

Finally, the RATE study each year asks the respondents to share their perceptions of the general quality of teacher education faculty at their institutions. These responses, as the reader should now have anticipated, were similar to the responses in terms of the quality of students and the quality of programs: almost two-thirds, or 64%, once again rated their colleagues extremely high in terms of their abilities, at point 6 or 7, with most of the remainder at point 5 on a 7-point scale.

Perceptions of the quality of various materials, resources, and facilities attached to programs preparing teachers were also examined. The responses here paralleled the responses relative to the nature and extent of personnel assistance and support for faculty themselves. As Figure 1 illustrates, there is considerable variability in terms of facilities containing curriculum and instructional materials, an education library or education holdings in the general library, video- and micro-teaching facilities, computer laboratories, and facilities for learning to use a variety of audiovisual aides. Such resources have declined since the RATE III study in 1989. As Figure 1 clearly shows, those who rated these resources as good or very good range only from about one in five for curriculum materials (21.3%) to about two in five (42.4%) relative to facilities wherein computer skills could be gained that would assist one as a teacher. It is a sad commentary that only about one in five respondents indicated high-quality facilities for peer or micro teaching or for the examination of tapes of one's teaching.

FIGURE 1

Faculty Perceptions of Quality of Resources, Materials, and Facilities



SOURCE: 1992 RATE Project Faculty Support Survey

Table 1 illustrates perceptions of progress over the last five years relative to a number of attributes of programs assumed generally to be enabling of prospective teachers' learning.

Table 1
Faculty Perceptions of Progress in Program Innovations

	No or Little Progress	Moderate Progress	Good or Excellent Progress
Study cohort arrangements	18.5%	64.8%	16.2%
Early diagnosis and screening of students	21.5	62.0	16.3
Pedagogical laboratories	29.7	56.4	14.8
Student portfolios	31.5	53.8	14.7
Core curriculum of essential learnings	7.9	57.9	34.3
Faculty cooperation in program renewal	8.4	48.2	43.0
Systematic design for research and evaluation	28.9	54.6	16.6

Source: AACTE, RATE VI: Faculty Survey, 1992.

As can be seen again, there was great variability reported in terms of progress in regards to these various conditions, activities, and endeavors. For example, only about one in six (16.2%) of these teacher educators indicated that they had been able to establish any type of student cohort arrangement, even short-term, to assist in the education and socialization of their preservice teachers. Similarly, very low percentages of faculty reported excellent progress in terms of the development of laboratory facilities, student portfolio arrangements, or the achievement of a systematic design that allowed research into and evaluation of their programs of teacher preparation. While Table 1 reveals that very few faculty indicated little or no progress, most of the respondents nonetheless characterized progress as only moderate or marginal. Given the reported level of support they received for such endeavors, this came as no great surprise.

RATE VII also solicited teacher educators' perceptions of their institutions' general capacity for future changes and further improvements in their programs of teacher education. Perhaps surprisingly, faculty seemed quite optimistic; slightly over half (53.2%) rated their overall capacity as high and another almost 40% reported at least a moderate capacity for further renewal. When these teacher educators rated their personal capacity for continued renewal and improvement, their responses suggested even more confidence in what the future holds. Better than three-fourths (77.6%) of these faculty members indicated that their inclination to make further contributions in this regard were either high or very high. It is difficult to interpret these responses. Perhaps, given the relatively weak resource base for teacher education historically, and the generally labor-intensive nature of teacher education, teacher educators generally maintain a "we will do what we have to" attitude.

Given what appeared to be growing demands on teacher educators, RATE VII was concerned about the accessibility of faculty to interact with their students on a regular basis. The perception by some is that in many urban campuses, faculty members' time on campus and availability to students is limited. The faculty responses here, however, were similar to the responses of faculty in teacher education institutions generally; perceptions that have been validated year after year by the teacher education students in the RATE studies. Faculty members were viewed as almost always accessible to their students.

RATE VII looked at another general indicator of quality. Faculty members were asked to rate the extent to which their program of teacher preparation was able to achieve core, or commonly agreed upon, goals for their prospective teachers. Again, there were very positive responses. For example, almost three-fourths of the faculty members indicated that their program does either well or extremely well in broadening their students' understanding of individual and cultural differences. A parallel percentage (72.7%) indicated that the teacher education program with which they were most closely affiliated increased their students' sensitivities to the moral and ethical aspects of teaching. The ratings were not quite as high in terms of the program's contributions to understanding the legal, political, and economic dimensions of schooling (60%), but they were nonetheless positive. The RATE study annually has asked faculty about these core student understandings and abilities, and each year faculty perceptions of these program contributions remain positive, but not as positive as the student responses. This year's urban sample indicated even more confidence in terms of what the preservice programs contributed to their students' abilities and understandings.

Two further indicators of quality have to do with perceptions of these graduating teachers' ability to teach effectively as entry-level teachers. Each previous year of the study approximately seven of 10 faculty members (and preservice students) rated the preparation of these prospective teachers as either good or very good to teach as an entry-level teacher. The responses in RATE VII were slightly higher with five in six of the faculty respondents indicating good preparation in this regard, or the highest three points on the 7-point scale. The remaining teacher educators reported this preparation as at least adequate.

A parallel question was whether these teacher education graduates were prepared to teach effectively in inner-city classrooms, with children in poverty or at risk, or in multicultural settings. When the question was phrased this way, the number of teacher education faculty (and prospective teachers) who responded that their preservice students were prepared either good or very well diminished considerably. In previous years a third or more of both student and faculty respondents indicted that students were not adequately prepared to teach in such settings. Another third reported adequate or moderate preparation, and finally, only about a third reported good or very good preparation. This year, taking the top three points on the 7-point scale, almost two-thirds (62.8%) of the faculty respondents indicated that their teacher education graduates were in fact well prepared to teach in an urban setting. The student responses, as reported elsewhere in this monograph, were even higher with over three-fourths of the students indicating that they were more than adequately prepared to teach in an urban setting. Hence we have a major deviation from prior surveys in that a much higher percentage of faculty members and students in teacher education institutions in urban settings reported that they were prepared to teach well in these settings.

Regardless of the level of confidence, myriad challenges confront beginning teachers in most urban, and especially inner-city, classrooms. RATE VII asked both the teacher educators and their students the extent to which they thought that some form of entry year, transitional or induction program should be afforded teachers who teach in urban classrooms. We characterized these programs as providing some release time for both a consulting or mentor teacher and for the beginning teacher with the opportunity for continued educative experiences. Not surprisingly, the great majority of faculty members and students, as will be reported later, were very supportive of this idea. Almost six in seven (84.9%) teacher educators indicated strong support for such a transitional arrangement or continuation of initial teacher preparation.

PROGRAMMING FOR TEACHING IN AN URBAN SETTING

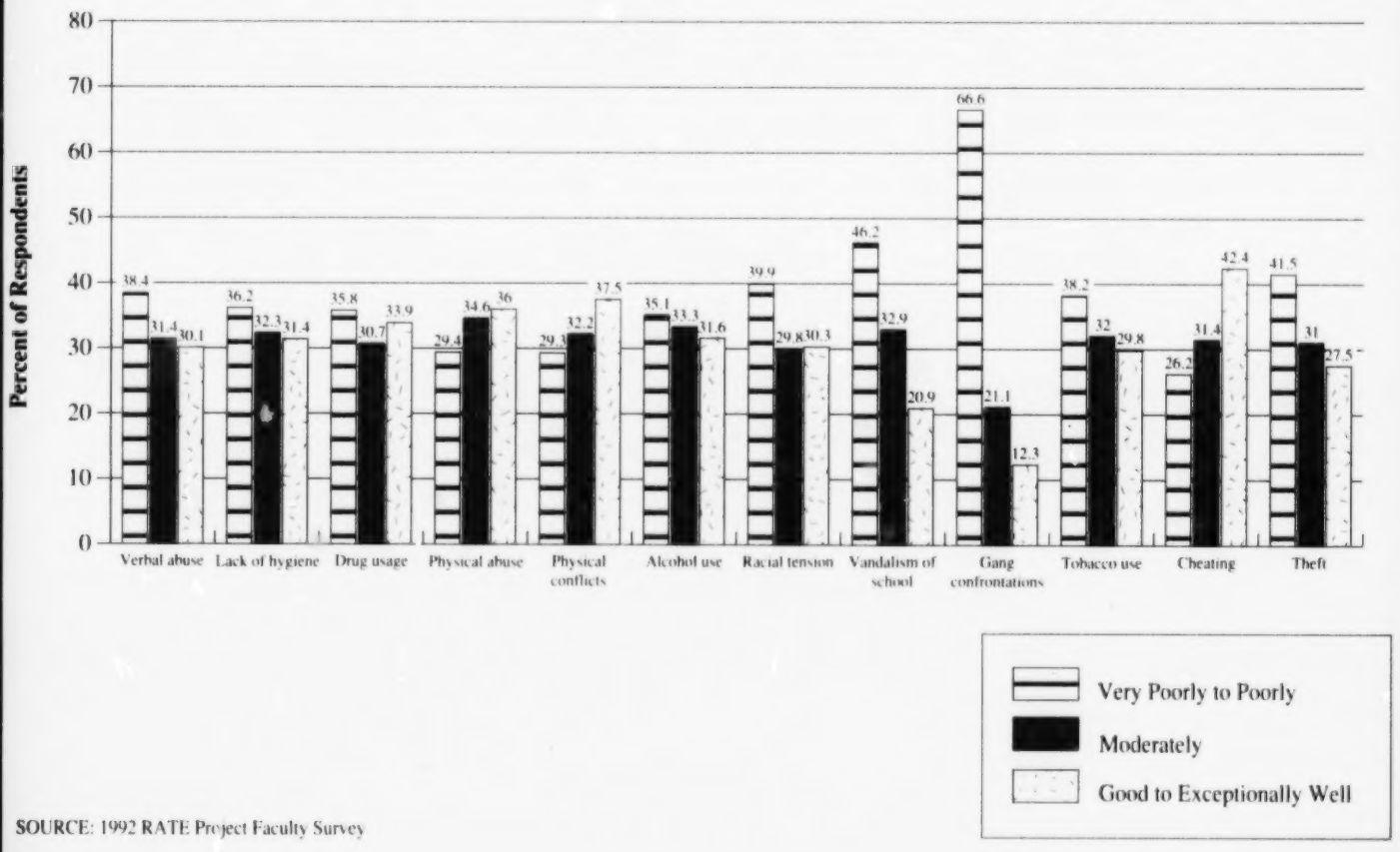
This study attempted to look specifically at aspects of programming that would deal with particular challenges and conditions in the urban and inner-city context. Faculty were asked the extent to which they believed their students were prepared to deal with issues concerned with race, culture, class, and gender. The responses here were variable but there was a tendency to view preparation as positive in these regards. For example, from 55 to 65% of the faculty respondents rated preparation for their prospective teachers for the urban context as better than average, that is on the highest three points of the 7-point scale, and about another 20% rated the ability of their students to address these issues as moderate. It should be noted, however, that 15 to almost 25% indicated that their preparation was less than it should be. Thus, while responses were generally favorable, problems remained in a number of instances. This percentage of less than acceptable preparation should be underscored throughout, for while 75% and more of the students and faculty reported good preparation, a sizable percentage across institutions indicated that indeed there are problems in many instances.

Teacher preparation programs should be able to structure experiences on campus as well as in school settings to facilitate teaching in a multicultural setting. It is hoped that as a precondition to their experiences in the school settings, these prospective teachers would interact in structured ways with persons from cultures and races other than their own. The teacher educators indicated that their programs were able to arrange and organize such activities on a relatively frequent basis with almost 60% of the respondents indicating this to be the situation and about another 20% indicating they were able to do this at least occasionally. Another 15%, however, reported rare instances of structured interaction. Here again we have a situation where structured activities to understand and accommodate diversity were reported on a relatively common basis in many programs but several instances were also reported where activities designed to increase cultural awareness and sensitivity were less than they should have been. Also, of course, the quality of the experiences is unknown.

Figure 2 illustrates the considerable variability in terms of faculty responses when asked how well their program prepared students for a variety of difficult situations that could very well be encountered as student teachers, and surely over time as teachers, in an urban context.

FIGURE 2

Faculty Perceptions of Their Preservice Students' Ability to Address Problem Situations



SOURCE: 1992 RATE Project Faculty Survey

The responses to how well prospective teachers were prepared in these regards tended to be spread relatively evenly across the 7-point scale. With moderately serving as the midpoint on the scale, those three responses below were classified as less than adequate and those three responses above were classified as more than adequate or good. Almost 40% of the faculty respondents indicated that the program didn't even moderately prepare teachers for racial tension. Between 40 and 50% reported their students would not be well prepared to deal with vandalism or theft at the school site and two-thirds understandably reported no real preparation to deal with gangs. The extent to which preservice teachers can, in fact, be well prepared in their initial preparation for some of these situations is surely problematic. Beginning teachers will need not only teaching experience but continuing preparation and support to handle these situations. Again, it should be no surprise that the very considerable majority of both teacher educators and their students indicated strong support for mentoring, some release from instruction, and further education as they begin their teaching careers in urban settings. Nonetheless, it would seem more attention to these matters generally in preservice preparation is in order.

It should also be noted that when preservice students were asked how comfortable they were in addressing these situations and conditions, they tended to demonstrate more confidence in their abilities than those who were preparing them to teach. Again there were exceptions. A greater percentage of students indicated apprehension in dealing with drug and alcohol abuse and physical abuse of a student by a parent, and almost three-quarters shared apprehension about gang confrontations.

Table 2 depicts teacher education faculty responses to a set of general understandings that, while appropriate to all settings, would seem especially pertinent to multicultural contexts and to schools populated by large numbers of youngsters who live in conditions characterized by some economic deprivation.

Table 2
Faculty Perceptions of Preservice Teachers' Urban-Related Understandings

	No or Inadequate Preparation	Moderate Degree of Preparation	Good or Excellent Preparation
Cultures of inner city youth	17.9%	30.4%	51.7%
Family/community structures	27.4	30.0	42.6
ESL youngster	47.8	21.8	31.1
Youngsters with learning disabilities	23.4	22.9	54.6
Early intervention strategies	16.1	23.66	0.2
Cooperating learning social development	9.6	23.8	66.7
Working with parents	27.6	27.9	44.6

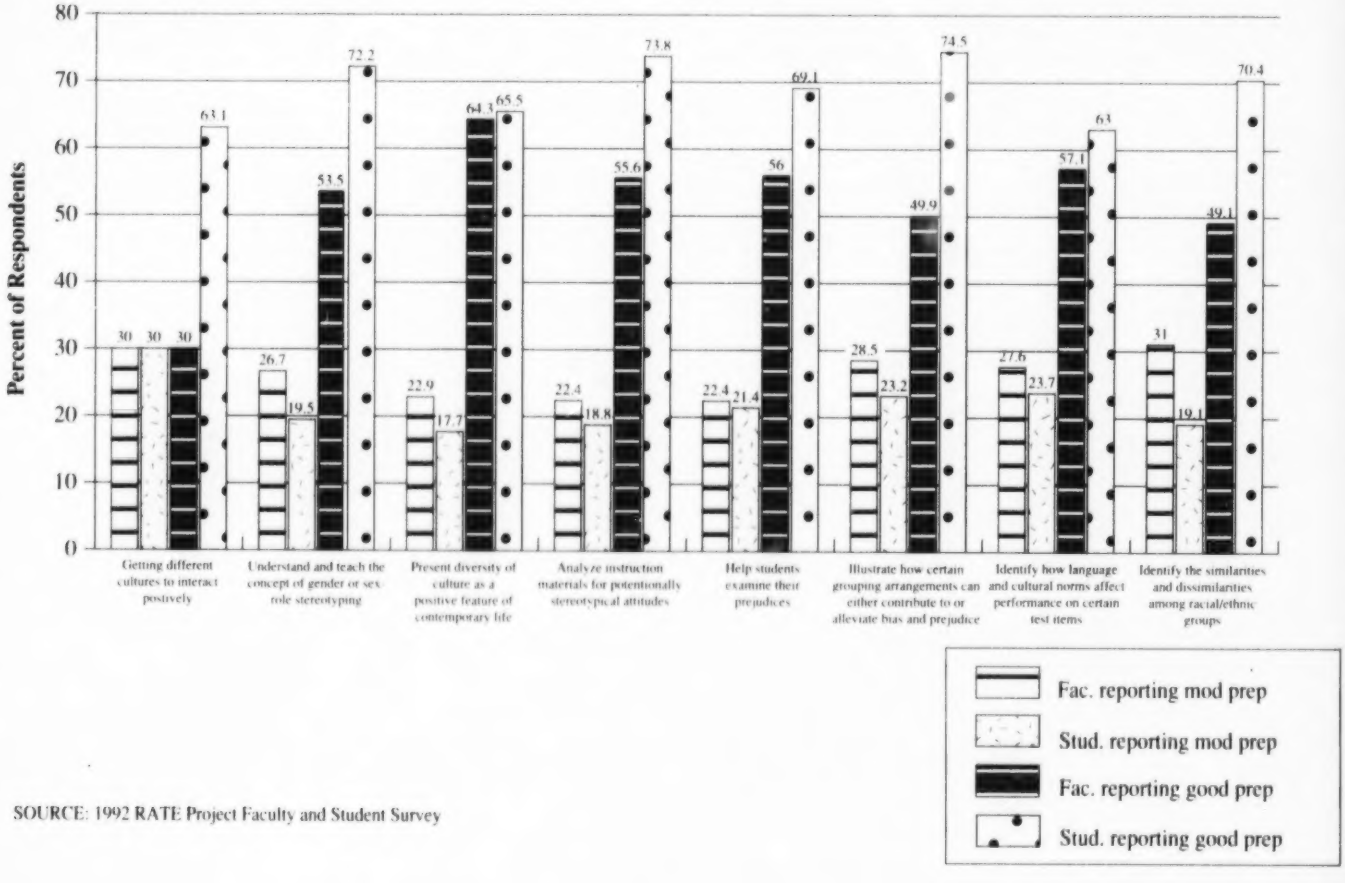
Source: AACTE, RATE VI: Faculty Survey, 1992.

As can be seen in Table 2, fairly high percentages of the faculty associated with preservice programs in urban settings believed that their prospective teachers were quite well prepared relative to these general understandings. There were a few areas where less than half of the respondents reported good preparation; namely in terms of their preservice teachers' ability to work effectively with youngsters with different types of learning disabilities, students for whom English is a second language, and family and community structures in inner-city neighborhoods. When compared with the set of abilities depicted in Figure 2, the preservice students' responses were again similar, but in this instance slightly less positive than those of the faculty. For example, only about four in 10 students reported good preparation in terms of being able to work with youngsters having some learning disability.

Finally, as depicted in Figure 3, another set of core abilities that appeared germane to success in urban classrooms was presented to the faculty and student respondents in RATE VII.

FIGURE 3

Preparation for Urban Teaching Faculty and Preservice Students Perceptions



SOURCE: 1992 RATE Project Faculty and Student Survey

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Figure 3 illustrates quite clearly that most students believed that they were relatively well prepared to engage in these various activities, more so again than the faculty attached to their preservice preparation programs. Larger percentages of prospective teachers reported that they were prepared to deal with stereotyping and with similarities and differences among various social and ethnic groups. Obviously there needs to be some emphasis or thematic focus on multiculturalism and the urban context in these programs and teacher education faculty generally reported this to be the situation as almost 55% indicated that this was a major emphasis and another 25% a moderate emphasis in their programs.

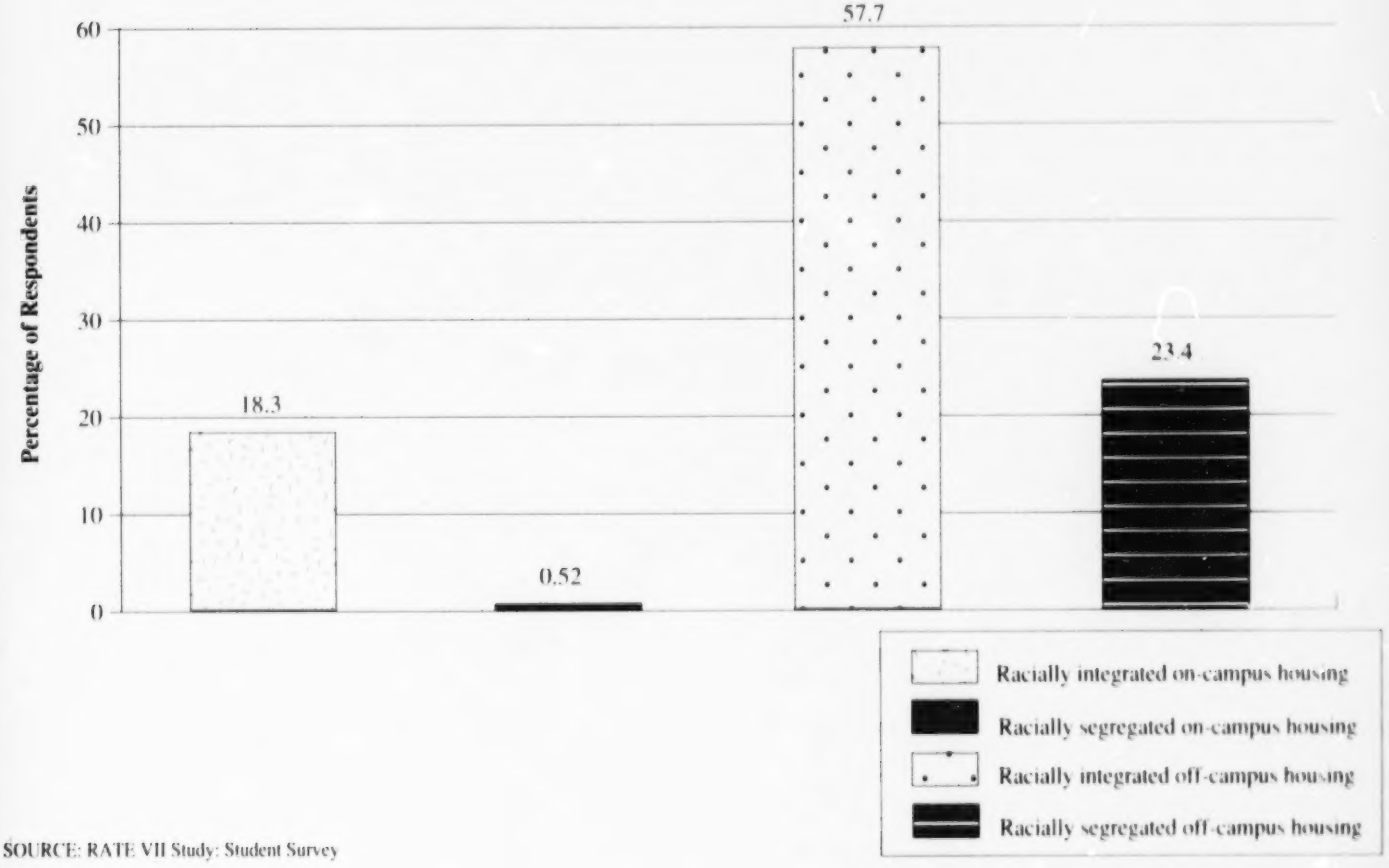
The Teacher Education Student Sample

The student survey was distributed to 220 students in 58 teacher education programs located in major metropolitan areas across the United States. The demographic profile of students responding to this survey was as follows: 73% of the respondents were female and single; 78% were White and not of Hispanic origin. Of the remaining 22.3% of students from historically underrepresented populations, a large percentage (15.5%) were African-American. Student respondents were generally single (73%), although over a quarter of the population were married. One in five (21%) of the total sample reported that they have children. For 96% of the student population, English is their native language. About one in seven, or 12%, of the students reported that they can speak a language, or languages, other than English fluently, again a surprisingly high percentage.

Prospective teachers were asked about their current and preferred living arrangement. Figure 4 illustrates the responses. Fifty-four percent of the sample lived in racially integrated off-campus housing with a total of 73% living in off-campus housing generally. Another 18%, or almost one in five, lived in racially integrated on-campus housing. In contrast to the 54% who actually lived in racially integrated off-campus housing, almost seven in 10 (69%) indicated that they preferred that situation.

FIGURE 4

Preservice Students' Living Arrangements

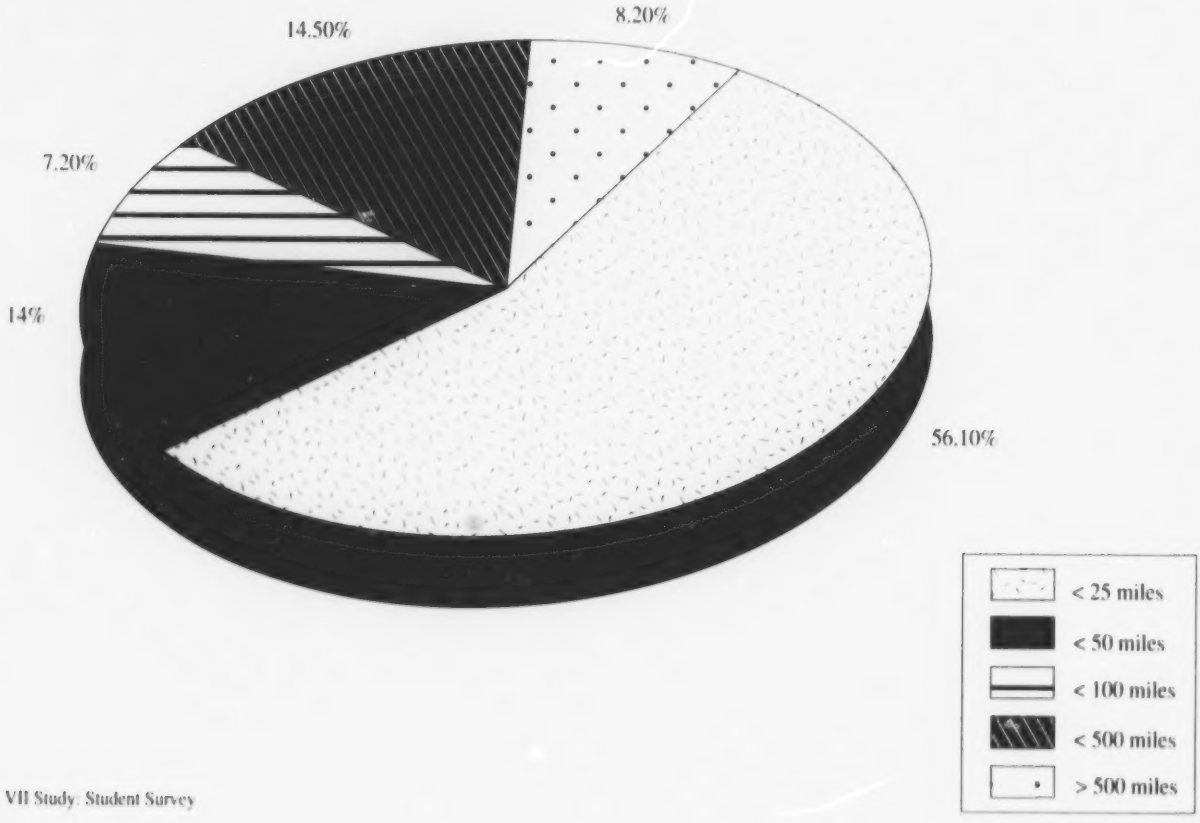


SOURCE: RATE VII Study: Student Survey

Fifty-six percent of the respondents reported they traveled less than 25 miles from home to attend college. Three-fourths of the sample previously resided within 100 miles, 92% within 500 miles.

FIGURE 5

Approximate Distance from Preservice Student Family Home to Urban Campus



SOURCE: RATE VII Study: Student Survey

The prospective teachers were largely full-time students (89%) and had patchworked together a financial package to support their college attendance through a series of grants, scholarships, fellowships, and loans. However, two-thirds of the preservice students reported some form of employment and almost one-half (48%) received family support. These prospective teachers tended to come from neighborhoods that were largely White, at least 85%. A little over half of them (51%) reported that one or both of their parents graduated from college. Thus, essentially half of these respondents remain first-generation college students. Sixty-four percent of these students were employed during the school year. They tended to describe their family income as middle, but in some instances low or low to middle.

In terms of teaching specializations, 57% of the respondents reported that they intended to teach in the areas of early childhood and elementary education, 29% in secondary education, and 11% in special education. Two-thirds of those responding had completed student teaching at the time of the study.

COLLEGE SELECTION AND CAREER ORIENTATION

This section of the report examines decisions about college selection, career aspirations, and settings in which these prospective teachers desired to assume teaching positions. Thirty percent of the respondents reported that they were transfer students. One in four indicated they would have selected another institution if it had been more economical. The considerable majority (72%) indicated that the academic reputation of the teacher education program and the academic reputation of the institution in general, was important. The considerations of reasonableness of cost and the availability of financial aid both drew a response of about 45% as important factors in institutional choice. About four in 10 (41%) indicated that proximity to home was very important. Thirty-four percent of the students said that size of the campus population was an important factor in their decision. Only one in 10 viewed racial/ethnic composition of the institution, the availability of tutoring programs, and access to minority counseling as important. This latter lack of concern likely reflected the smaller percentage of historically underrepresented students in the sample. When respondents were asked if they had received a financial award other than a student loan to attend this particular institution, one in three reported that they had received some kind of institutional or teacher preparation award.

When asked their reason for enrollment in the teacher education program, six in 10 students reported that they attended college for the primary purpose of becoming a teacher. The remaining 40% were undecided upon entrance and selected teaching as a career later; recall that 30% of these student respondents were transfer students.

Annually, RATE studies have asked students to compare and contrast their satisfaction with teaching as a choice early in the program and at the point at which the survey was administered, typically close to completion of the program. In this survey, 63% of the respondents described their level of satisfaction upon entering the program as very positive. At the time of the survey, 75% described their feelings as very positive. This increase in the percentage of respondents who were satisfied is consistent with past surveys. When asked if they intended to teach after graduation, 86% responded affirmatively. Of those not intending to teach immediately after graduation, the majority reported that they intended to pursue positions in education-related fields or to continue their education in graduate school.

Table 3 reflects student preferences for teaching assignments. Teacher candidates expressed limited interest in teaching youngsters with learning disabilities (19%), emotionally disturbed children (9%), mentally handicapped children (11%), or physically handicapped children (13%). Less than one in 15 (6.4%) prospective teachers preferred working in non-English speaking settings. Slightly less than half of the respondents indicated they preferred traditional classrooms and school organizations, with a slight majority indicating a preference for experimental classrooms or schools. In this regard, this urban sample was more inclined toward the less conventional than past preservice teacher samples. If the percentage of those who indicated they would strongly

consider such a setting are added to those who would prefer experimental classrooms and experimentally oriented schools, over 70% of the respondents would be included. The slight majority of teacher candidates (51%) definitely preferred to work with middle-income students. Three in 10 indicated their preference for low-income settings. In terms of definite preferences, 30% of the sample opted for a school setting comprised primarily of historically underrepresented populations. Relative to rural, urban and/or suburban, or major urban settings, the preference (48%) was toward suburban and urban settings with a population of up to 500,000. Thirty-one percent preferred rural settings and 21% preferred major urban settings of over 500,000 people. The percentage preferring urban settings increased over prior samples of students from SCDEs located in all types of settings. It is interesting to note, however, that even in urban SCDEs more preservice students preferred to teach in rural contexts than in major urban or inner-city contexts.

Table 3
Preservice Students' Preferences for Teaching Assignments

	I would not consider	I would likely consider	I would definitely consider	I would prefer
Low ability students	3.7%	38.8%	25.6%	31.9%
Learning disabled students	15.9	45.0	20.0	18.6
Non-English speaking students	49.5	33.2	10.9	0.9
Experimental classroom/school	1.0	32.0	21.4	45.9
Low-income setting	6.04	9.0	16.4	39.3
Minority population setting	3.2	46.4	20.6	29.8
Urban setting	3.2	32.0	20.5	44.2
Major urban setting (over 500,000 population)	19.1	40.4	19.1	21.3
Anywhere nationally	39.3	39.4	10.0	11.3

Source: AACTE, RATE VII: Student Survey, 1992.

With regard to where these prospective teachers wished to teach geographically, half of the sample preferred their hometown (six in 10), 62% preferred a geographic region near home, and only 11% were willing to travel anywhere nationally to find a position.

When asked about the adequacy of a teacher's salary, 25% reported that beginning teaching salaries were more than adequate for a single person and only one in six reported teacher salaries were less than adequate for a single person. However, almost nine in 10 (87%) see a beginning teacher's salary as inadequate to support a family.

ACADEMIC ACHIEVEMENT AND RELATED ACCOMPLISHMENTS

Most future teachers in the sample indicated that their average grade in high school was a B (56%), with a considerable percentage (37%), however, indicating that their average grade was an A. In terms of high school rank, 87%, or six of seven respondents, reported that they were in the top one-third of their class. Table 4 illustrates activities they were engaged in during high school and in college.

Table 4
Preservice Student Activities in High School and College

	High School	College
School officer	30.3%	11.3%
Committee, school governance	33.9	24.0
Foreign language, science, art clubs, etc.	57.5	17.6
Debate, forensics	10.4	0.9
Athletics	55.2	19.0
Counseling of peers	18.1	17.2
Theatre/drama	29.4	10.0
Music/orchestra/band	38.9	10.0
International clubs	10.9	9.0
Ethnic association	3.6	7.2
Political activist group	5.0	6.8
Future teachers organization	4.1	36.7

Source: AACTE, RATE VII: Student Survey, 1992.

More than half of the preservice students reported that while in high school they participated in discipline-based clubs, such as foreign language, science or art clubs, and a similar number participated in athletics. As Table 4 reveals, more than 30% of the sample indicated other high school activities including school officer or school governance work; theatre and drama; music, orchestra, or band. The least common high school involvement reported was in political activist groups (5%) and, surprisingly, future teacher organizations (4%).

The extent of involvement in similar activities in college decreases somewhat. However, about a fourth of the sample reported involvement in committee or governance activities. There was some continued interest in discipline-based clubs and in counseling peers, but again little interest in participating in activist groups (7%). About four in 10 (37%) of the respondents become active in college in future teacher organizations.

TEACHER PREPARATION PROGRAMS: STRUCTURE AND QUALITY

Respondents were asked to describe the nature of the program in which they were currently enrolled relative to the organizational structure of their teacher education program. Fifty-five percent of the respondents reported that they were enrolled in a four-year baccalaureate program. The remaining 45% of the students reported enrollment in a postbaccalaureate program but in most instances one that did not culminate in a masters degree (26%). A little less than one in five (18%) reported that they were enrolled in a program that began at the baccalaureate level but extended into a fifth year in order to gain teacher licensure.

Two-thirds of the student respondents rated the overall quality of the teacher education program as high to extremely high, with another 29% rating the program as average or slightly above average. Thus, there does seem to be considerable satisfaction in regard to this summative quality indicator. On a comparative basis, respondents were asked how intellectually demanding the courses were in the professional education sequence compared to courses outside the school, college, or department of education. Fifty-one percent of the respondents reported that these courses were as demanding as most other noneducation courses at a similar level (upper division), with 35% rating them as more demanding than most noneducation courses. Thus, more than one-third of the preservice students viewed their education courses as more demanding than similar non-education courses with the great majority of remaining students rating them about the same in terms of their intellectual demands. In a related comparison, four in 10 preservice students rated their noneducation courses of very high quality but two-thirds (67%) of these same students rated their education courses similarly. Surely, from the viewpoint of students polled in the RATE surveys, students generally do not agree with the view held by many that teacher education courses are lacking in rigor. In fact, a considerable percentage of students reported them as more rigorous than noneducation courses.

Students were also asked to respond to questions about the extent to which they believed the teacher preparation program assisted them in acquiring core abilities and understandings. The student responses were reported in percentages by collapsing responses on the Likert scale indicating adequately prepared to extremely well prepared. Ninety percent of the future teachers reported that the program adequately or more than adequately broadened their understanding of individual and cultural differences. Eighty-five percent reported that the program provided them with a knowledge base and skills to engage effectively in teaching. Eight in 10 (81%) believed that the program broadened their understanding of alternative approaches to schooling, teaching, and learning; a similar percentage (78%) believed that the program increased their sensitivity to the moral and ethical aspects of teaching. The percentage dropped relative to the remaining two categories; only 41%, for example, believed that the program broadened their understanding of the legal, political, and economic dimensions of schooling.

In general, however, students reported that the program had prepared them to effectively assume an entry-level teaching position; 86% indicated that they were extremely well prepared for an entry-level position and 77% reported that they were more than adequately to extremely well prepared to teach in an urban setting. This was a dramatic increase in the percentage of students who believed they could teach effectively in an urban setting. More inquiry is needed to examine just what is occurring in these urban SCDEs to account for this and further to see if, in fact, these prospective teachers take positions in such settings and are successful in them.

Table 5 reflects the stages of skill development at which most preservice teachers perceived themselves to be. This scale emanates from Berliner's (1985[1]) work on the development of pedagogical expertise. The categories include novice, advanced beginner, competent, and proficient. Two-thirds of the respondents believed themselves to be competent; that is, having a good understanding of what it is that has to be or doesn't have to be attended to at any given time while teaching and very consciously making choices while teaching. Most of the remaining respondents (22%) believed themselves to be advanced beginners; that is, having the basic strategic knowledge to adjust methods and procedures in pedagogical behaviors because of the classroom context but not always being able to adjust well. Again, the percentages of students who perceived themselves as at the competent end of the scale was much higher than a previous poll when almost 70% of the preservice students indicated that they were at the advanced beginner level. Why there was this difference in urban SCDEs is unclear and warrants further investigation.

Table 5
Preservice Teachers' Perceptions of Skill Development

Level of Skill	Percent
Novice: is able to demonstrate core pedagogical procedures	3.6
Advanced beginner: has basic strategic knowledge as to when methods, procedures, and pedagogical behaviors need to be adjusted because of the classroom context, although not always able to adjust well	22.2
Competent: has a good understanding of what it is that has to be or doesn't have to be attended to at any given time while teaching; very consciously makes choices while teaching	65.6
Proficient: can teach like riding a bicycle; no longer needs to think about which option makes the most sense in the midst of teaching	8.6

Source: AACTE, RATE VII: Student Survey, 1992.

[1] Berliner, D.C. (1985). Laboratory settings and the study of teacher education. *Journal of Teacher Education*, 36 (6), 2-8.

Student respondents were asked the degree to which they supported the idea of teacher education continuing into their first year of teaching with some release time and provision of an experienced mentor teacher, especially in urban classrooms. Students responded that they would be extremely supportive of such an initiative. Three-fourths of the respondents rated this idea highly, agreeing with the faculty that a more structured transitional educative and socializing experience would be most helpful to them.

Students were also asked to rate the accessibility of faculty members in assisting them in their teacher education program; one in four rated faculty as accessible or usually accessible, with two in three, or 67%, rating the faculty as almost always accessible. These preservice students also shared their perceptions of the quality of other students in their teacher education program. Forty-seven percent rated their classmates in the program as average or slightly above average, and 53% rated their classmates as definitely above average.

These potential teachers were also asked to evaluate the quality of on-campus materials, resources, and physical facilities designed to support their learning to teach. Four in 10 students rated the facilities to use a computer in their studies as good, and approximately one in three (34%) rated the education holdings in the library and the facilities for learning the use of audiovisual aids, such as overheads, slides, and video cameras, as good to extremely good. One half, or slightly more of the prospective teachers in the sample rated the curriculum and materials laboratory as good or excellent. Preservice students were also asked to speak to the quality of their experiences in P-12 schools in terms of learning to teach. About two-thirds (64%) of the respondents viewed the quality of these experiences as good to extremely good, with almost the remainder (31%) viewing them as average or slightly above average. Thus, preservice students appeared to be more satisfied with P-12 school conditions than with conditions and resources on campus.

SPECIFIC PREPARATION FOR TEACHING IN AN URBAN SETTING

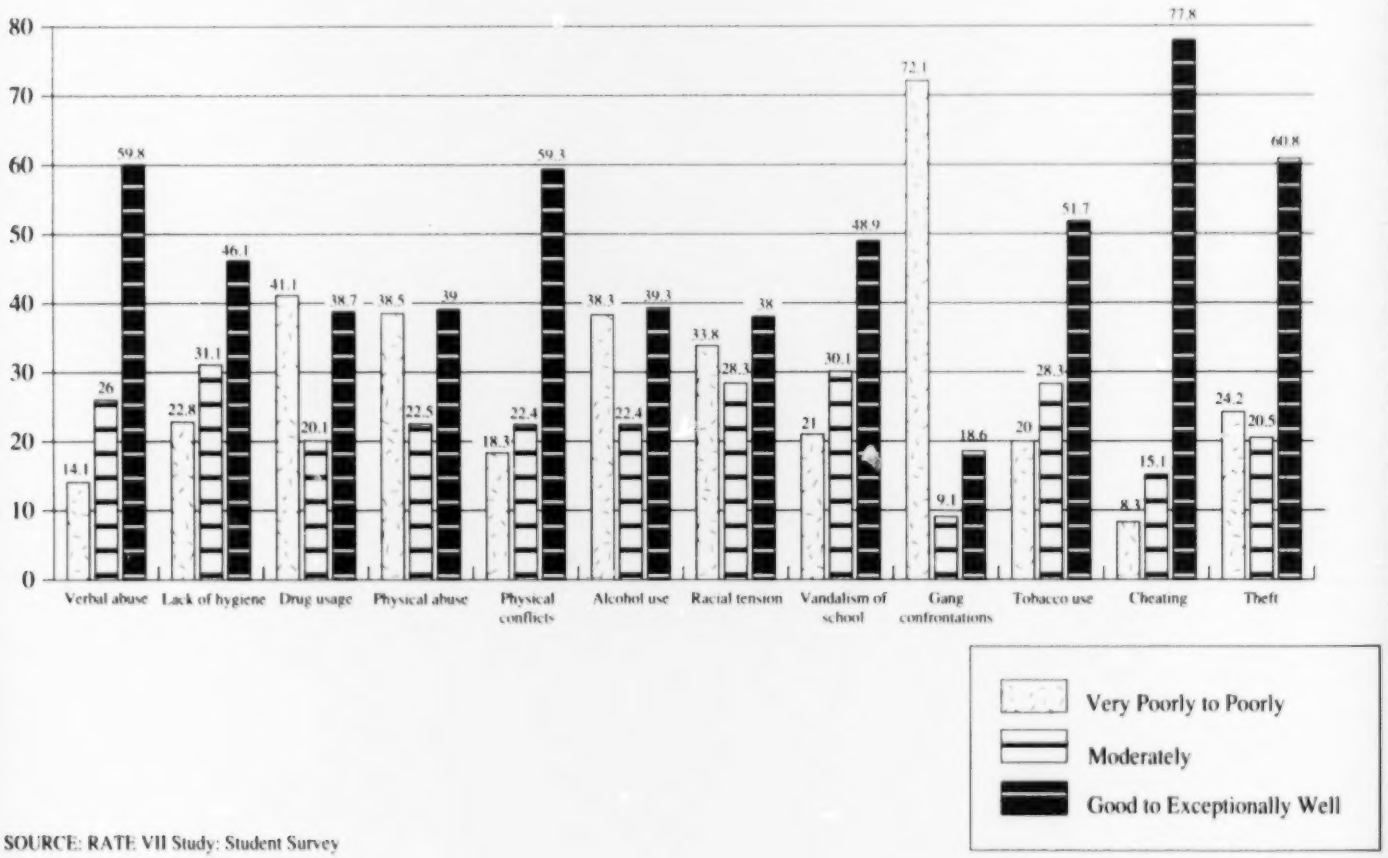
The preservice students were asked the extent to which they believed they were specifically prepared to teach in an urban setting. Eighty-five percent of these prospective teachers believed their prestudent teaching and student teaching in P-12 schools had been such that they could teach at least adequately in an urban setting. Seventy-one percent of the respondents reported that their professional education studies similarly contributed to successful teaching in an urban setting. Thus, while these prospective teachers gave considerable credit to their P-12 school experiences for learning to teach, more than seven in 10 also viewed their coursework as a very positive contributing factor as well. Less frequently cited, although important, 63% of the student respondents reported that their experiences with faculty had contributed to their success in an urban setting. Another half of the sample reported work experiences prior to pursuing a teaching license had contributed to their ability to succeed in an urban school context.

The preservice students were asked the degree to which their professional education studies prepared them to accommodate student diversity. About seven in 10 reported that they had been adequately or better than adequately prepared in regard to understanding and accommodating cultural differences (70%), gender issues (69%), and similarities and differences across race (66%).

Figure 6 reflects the degree to which prospective teachers were comfortable addressing the following situations that arise and conditions that often exist in urban classroom settings. As can be seen, many prospective teachers reported considerable apprehension in dealing with issues or situations related to gangs, drug usage, physical abuse of a student by a parent, or alcohol use by students. The preservice teachers in the sample expressed more comfort in dealing with issues of cheating, theft, lack of personal hygiene, and, to some extent, verbal abuse by a student. As illustrated earlier in Figure 2 in the faculty section, faculty perceptions of their students' abilities in regard to the above conditions and activities are quite congruent with those of the preservice students.

FIGURE 6

Preservice Students Perceptions of Their Ability to Address Problem Situations



SOURCE: RATE VII Study: Student Survey

The preservice students also reported the extent to which planned activities in their professional education studies engaged them with diverse types of individuals. The frequency of responses were: 61% reported that they were very frequently exposed to persons with economic and social backgrounds different from their own; 56% were exposed to persons who were from another country; and 42% reported frequent engagement with persons whose religious beliefs or political opinions were very different from their own. This range of from 40 to 60% of the respondents indicates that considerable work needs to be done in structuring student interaction in different ways in order to enable their understanding and appreciation of others.

Students were also asked to report on noninstructional, out-of-class interactions on campus and the degree to which they very frequently engaged with people characterized as different in the same categories just reported for planned instructional activities. Sixty percent reported that they frequently engaged with persons of other races or from other countries; 57% with persons of different economic and social backgrounds; and less than half the respondents reported frequently engaging with people of different religious or political orientations. What the relationships might be between these students' formal and informal interactions is unclear, but these student responses again signal work to be done in terms of being more thoughtful about how to broaden the horizons of many prospective students through interactions with persons representing more diversity than they have typically encountered.

Students were also asked a series of questions about their formal preparation relative to understanding and appreciating diversity. Almost three in four prospective teachers (74%) indicated that they were well prepared to analyze instructional materials for potentially stereotypical attitudes. A similar percentage reported that they understood and could teach gender or sex/role stereotyping and that they were aware of how certain groupings or tracking arrangements could contribute to bias or prejudice in the classroom. About 75% of these future teachers reported that they had been prepared to identify similarities and differences among racial and ethnic groups, and importantly, among individuals. A smaller percentage, less than two-thirds, reported that they were well prepared in getting students from different cultures to interact positively with each other, presenting cultural diversity as a positive feature of American heritage, helping students to examine their prejudices, and finally, identifying how language and cultural norms affect performance in certain test items. The percentage of positive responses continued to decline in other areas. For example, a little more than half of the preservice student respondents reported that they were not prepared to work with students who speak English as a second language. The prospective teachers also expressed considerable inability to accommodate students with learning disabilities, including intervention strategies in the area of language development.

LABORATORY, CLINICAL, AND FIELD EXPERIENCES

An aspect of teacher education that has been of continuing interest to RATE researchers has been the way institutions organize and conduct the clinical and field components of their teacher education programs. In 1989, RATE researchers surveyed 74 teacher education institutions randomly selected from the AACTE membership list of 713 institutions. The focus of that year's study (RATE IV) was on clinical, laboratory, and field experiences in teacher education. Some of the questions asked in this RATE VII study were the same as those asked previously in RATE IV, thus allowing comparisons to be made between the 1989 nationwide sample of teacher education institutions and this sample of urban teacher education institutions. Because the terms used to label various types of clinical and field experiences vary from one institution to another, IRs who completed the institutional questionnaire were provided with the following definitions:

Laboratory experiences: campus-based experiences where preservice students can experiment, practice, test, and reflect on teaching and learning; e.g., microteaching, peer teaching, simulations, observing videotapes or model lessons, analysis of protocol materials.

Clinical experiences: classroom-based experiences involving direct and focused observation of teachers and teaching and learners and learning. Analysis and reflection on these experiences could occur in the schools or in subsequent follow-up on campus.

Early field experiences: classroom-based experiences prior to student teaching where preservice teachers begin working as students under the supervision of a cooperating teacher on such tasks as tutoring an individual student, teaching a small group, or grading papers.

Student teaching: classroom-based extended placement under the supervision of a cooperating teacher where preservice students assume increasingly expanded responsibility for whole-class and full-day instruction.

Laboratory and Field Experiences

The type of clinical facilities and laboratories that exist for teacher education at urban institutions and the clock hours devoted to clinical and laboratory activities are portrayed in Table 6.

Table 6
Percent of Urban Institutions Reporting Various Types of Clinical Facilities Available for Teacher Candidates and Clock Hours Devoted to Clinical and Laboratory Activities

Type of Facility	Total N	Sample Percent
Computer laboratory	48	91.7
Audiovisual room	48	62.5
Microteaching laboratory	48	43.8
Clinical classrooms	48	35.4
Viewing rooms	48	27.1
Simulation rooms	48	8.3

Clock Hours Spent in Clinical and Laboratory Activity	Total N	Range	Mean
Early childhood	32	0-195	54.91
Elementary	43	0-180	53.44
Special education	36	0-500	51.83
Secondary	41	0-235	40.46

Source: AACTE, RATE VII: Institutional Survey, 1992.

While over 90% of the institutions reported having computer laboratories, less than a third had clinical or viewing classrooms or simulation laboratories. An interesting observation that can be made from these data is how quickly computer laboratories (a concept less than a decade old) have been made available by institutions as contrasted to the availability of microteaching laboratories (a concept that has been around for almost three decades) and which in many respects is more central to the role of a teacher.

Teacher candidates in early childhood, elementary, and special education programs spend more clock hours (from 51 to 55 hours) on clinical and laboratory activities than do candidates in secondary programs (40 hours). The total amount of hours in each program, however, is very modest. Assuming that most teacher preparation programs extend over a period of three to four semesters, the time reported devoted to clinical and laboratory experiences averages only an hour or two per week, a miniscule amount compared to clinical preparation in the medical professions, for example.

The faculty respondents were also asked to report the types of clinical and laboratory experiences available for teacher candidates. These responses are summarized in Table 7.

Several interesting observations can be made about these data. For instance, even though less than half of the institutions reported having microteaching laboratories, over three-fourths of the teacher education faculty reported that elementary and secondary teacher candidates nonetheless participated in some type of microteaching activity. Similarly, over two-thirds of the institutions reported that teacher candidates were exposed to simulations and case analysis. In general, more types of clinical experiences were reported for elementary teacher candidates than for secondary candidates and in turn, both elementary and secondary candidates were more involved in clinical and laboratory experiences than were candidates in special education. Recall again, however, the range of activities is limited and small in number and we have no clear reading in terms of the effects of these activities.

Table 7
Percent of Various Types of Clinical or Laboratory Experiences Available for Teacher Candidates as Reported by Urban Institutions

Type of Experience	Elementary	Secondary	Special Education
Microteaching in a special lab with realstudents	25%	21%	19%
Microteaching in a special lab with peers	29	31	25
Microteaching as part of a course with real students	57	44	35
Microteaching as part of a course with peers	83	74	52
Microteaching in a real classroom	71	54	4
Using simulations in a special lab (non-computer)	19	13	13
Using simulations as part of a course	69	67	46
Using simulations in a computer lab	40	38	19
Viewing model lessons in a special lab	21	19	17
Viewing model lessons as part of a course	68	71	46
Using case analysis in a special lab	10	8	10
Using case analysis as part of a course	67	60	46
Taking field trips to observe classrooms	79	75	58
Using special clinical classrooms for focused observation	48	44	42

Source: AACTE, RATE VII: Institutional Survey, 1992.

Early Field Experiences

Teacher candidates at urban institutions, on the average, have from three to four early field experiences. For special education prospective teachers, these experiences add up to almost 160 clock hours as compared to 145 hours for early childhood preservice teachers and 130 hours for elementary teacher candidates. Secondary teacher candidates are exposed to the fewest number of early field experience clock hours (100). Other selected features of early field experiences at urban institutions include the downside that no special requirements are in place for cooperating teachers at most institutions and the upside that tenure-line faculty negotiate many of the activities and supervise them. However, 24% of the institutions reported that they did not provide any supervision of candidates during early field experiences.

Student Teaching

Most teacher candidates in urban institutions experienced between one and two student teaching placements. In over 80% of these instances, student teachers were assigned through an office of field experiences and in three-fourths of the institutions they worked with cooperating teachers who had been jointly selected by the school and by the institution. The most common reward for the cooperating teacher was the thank-you letter. Only about two-thirds (65%) of the institutions reported that they provided some kind of cash payment or honoraria, an amount which averaged less than $100 per cooperating teacher. The lack of rigor in the selection and preparation of these critical agents in teacher education and the correspondingly embarrassing recognition for their services cannot be excused.

Comparisons Between RATE IV and RATE VII Urban Institutions

As with the 1989 RATE survey (RATE IV) a series of questions on the RATE VII institutional questionnaire asked 52 institutional representatives (IRs) from urban institutions to provide information about selected characteristics of their institution's laboratory, clinical, and field experiences.

Table 8 compares the types and clock hours devoted to various clinical and laboratory experiences among RATE IV and RATE VII institutions.

Table 8
Percent of Institutions Reporting Various Types of Clinical Facilities Available for Teacher Candidates and Clock Hours Devoted to Clinical and Laboratory Activities: Comparison of RATE IV and RATE VII Data

	RATE IV		RATE VII	
Type of Facility	**Total N**	**Percent**	**Total N**	**Percent**
Computer laboratory	73	89	48	92
Microteaching laboratory	73	70	48	44
Clinical classrooms	73	44	48	35
Viewing rooms	73	36	48	27
Simulation rooms	73	1	48	8
Clock Hours in Clinical and Laboratory Activities	**RATE IV**		**RATE VII**	
	Total N	**Mean**	**Total N**	**Mean**
Elementary	64	64	43	53
Secondary	65	43	41	40
Special education	52	74	36	51

Source: AACTE, RATE IV: Institutional Survey, 1990, and RATE VII: Institutional Survey, 1992.

Two observations stand out in these data: (a) a much higher proportion of RATE IV institutions (70%) reported having microteaching laboratories as compared to the RATE VII urban institutions (44%); and (b) on the average, RATE IV institutions reported a higher number of hours devoted to clinical and laboratory practices than did RATE VII urban institutions. Why there is less attention to these matters in many of these urban contexts is not clear and warrants further study.

Table 9 compares RATE IV and RATE VII institutions on selected characteristics of early field experiences and student teaching.

Table 9
Selected Characteristics of Early Field Experiences and Student Teaching: Comparison of RATE IV and RATE VII Data

	Elementary		Secondary		Special Education	
	RATE IV	RATE VII	RATE IV	RATE VII	RATE IV	RATE VII
Early Field Experiences						
Clock Hours	89	129	65	101	101	159
Student Teaching						
Number of Placements	1.3	1.5	1.2	1.4	1.6	1.5

Source: AACTE, RATE IV: Student Survey, 1990, and RATE VII: Institutional Survey, 1992.

Unlike the situation with laboratory and clinical experiences, RATE VII institutions reported having a substantially higher number of clock hours devoted to early field experiences when compared to RATE IV institutions. This difference might be attributed to the prevailing view in urban institutions that early field experiences in urban schools are needed to succeed in these schools and take priority over on-campus laboratory activities. The time interval between studies could also explain the difference. RATE IV researchers observed in 1989 that in the previous decade there had been an increase in opportunities for teacher candidates to participate in early field experiences. Thus, more early field experiences could extend across all types of institutions.

URBAN SCDE AND P-12 SCHOOL RELATIONSHIPS

This section of the research report describes the nature of collaborative activities that schools, colleges, and departments of education (SCDEs) located in major urban areas have established with urban school districts.

To acquire these data, the institutional researcher (IR) at each institution was asked to collect specific data relative to the organizational arrangements with P-12 schools at the SCDE, especially regarding the preparation of teachers for urban schools. These IRs were oriented in a training session at the AACTE Annual Meeting and were provided with a research manual to assist them in locating the most accurate and reliable data they could to answer a series of questions on the relationships between the SCDE and the local urban school district. Forty-five of the 58 Institutional Questionnaires returned were useful in answering the questions pertinent to this section of the RATE VII report. This was difficult data to collect and the limited response rate leaves unclear the degree to which these relationships characterize urban SCDEs generally. Nonetheless, the data provided by the 45 SCDEs in urban contexts who did participate in this aspect of the study does provide a point of departure for needed further inquiry. Our prior RATE surveys substantiate the obvious: there is a pressing need to better prepare more teachers who have the disposition and the ability to work in our inner-city schools. Problems encountered by teachers in our urban schools tax even the most experienced and tested teachers, let alone the novice teacher. The RATE research team undertook this study since there is such limited data about the mission, nature, and quality of teacher education programs in urban SCDEs. At a time when the need for teachers who have been prepared for teaching in urban schools is at its greatest, it is appropriate to examine the link between SCDEs and urban schools in addressing this challenge and in meeting the needs of both new and experienced teachers.

Data were provided and subsequently analyzed that addressed: (a) the various services provided by SCDEs to the local schools, (b) the number of times the SCDE had directly collaborated with the local school district in the preparation of a proposal for a grant or contract, (c) the number of consortium arrangements between the SCDE and the local school district, (d) the types of obstacles to working with major urban school districts, and conversely, (e) the greatest enablers to working with major urban school districts.

Services Offered by Urban SCDEs to Local Schools

The IRs who completed this questionnaire were asked whether their SCDEs have a school services bureau or other agency that organizes and offers services to the schools in the local urban district. Thirty-nine percent of the institutions responded that they did have a mechanism for facilitating services to the local schools. As one might guess, the arrangements varied widely, and detecting a pattern proved elusive. With slightly over 60% of these urban SCDEs responding that they had no such mechanism, there is apparently a lack of coordinated services and of structured institutional responses to urban school and school districts generally, many of which are very large and highly politicized. Nonetheless, there are some common activities. Almost all SCDEs offer both credit and noncredit courses for local urban school personnel. Several institutions reported that they were part of a consortium between the college of education and local school districts; negotiating and providing special services to these urban districts was commonly part of such arrangements. Some institutions reported they offered special, short-term workshops each term that teachers in urban schools were invited to attend. Many institutions reported that they had services available on a contract basis. The most prevailing pattern, however, remained one of individual negotiation between SCDE faculty and local schools and school districts with nominal, if any, institutional oversight or coordination.

Grants and Contracts

Respondents were asked how many times the SCDE had collaborated with the major local urban school district on the preparation of a grant or contract proposal. These data were reported over a five-year period. The average number of such activities was 15, with a mode of five. Thus, this averaged out to be three or more joint activities annually. The activities varied widely as to the arrangements developed, or not developed, to support institutional collaboration. For example, many SCDEs reported that they had collaborated with an urban school district in the preparation of a proposal submitted to the New American Schools Development Corporation. The preparation of proposals to the National Science Foundation was also mentioned frequently, followed closely by proposals prepared for the U.S. Department of Education's Office of Educational Research and Improvement, state departments of education, and finally private foundations. The focus of these proposals included such a range of activities as working with parents and children in math, a summer program for minority youth, school writing projects, improving urban teacher education, dropout prevention, minority teacher recruitment, teacher induction, and the development of accelerated high schools. The emphasis in the projects clearly went beyond teacher education with major attention to P-12 school reform.

A common topic for mutual grant writing was the development of partnership schools or professional development schools. A variety of these school/university partnerships were described and these schools are increasingly viewed as a vehicle for improving schools and teacher education concurrently.

Consortium Arrangements

The institutional researchers were asked about formal consortium arrangements with the local urban schools. There was a wide array of responses signalling the willingness of SCDEs to collaborate in a multitude of ways, not only with local schools but with other SCDEs as well. Several institutions reported formal consortia arrangements with dollars allocated to their support. There were numerous partnerships between SCDEs and the main urban school district. There were also engagement in consortia managed by agencies other than the SCDEs or local schools. Jointly sponsored academies for a variety of role groups and purposes including teacher education were reported at a number of sites. The challenge of attracting competent teachers for urban schools led to collaboration in alternative credentialling in a few instances. As stated, jointly sponsored professional development schools in urban districts were common. Consortia were developed to advance specially designated or magnet schools, displaced corporate workers, student teaching, teacher recruitment, and career ladder development for teachers. These diverse collaborative projects reflect the diverse needs of our urban areas.

Obstacles and Enablers to Working with Urban Schools

Despite the several initiatives shared by the IRs with the research team, building strong collaborative relationships carries its share of issues, problems, and obstacles. The institutional respondents were asked to identify both barriers and facilitators to working successfully with urban schools. Several barriers were mentioned by the respondents, and while no one barrier was viewed as severe enough to forestall progress or preclude collaboration, a constellation of barriers, it appears, makes effective collaboration very difficult to achieve. "Bureaucracy" was the most commonly cited obstacle in both camps, the SCDEs as well as the local districts. Bureaucratic problems were magnified in larger districts. One respondent stated the problem as "its size." Contractual agreements by the teachers' unions appeared to stifle cooperation in several other instances. On the university side, powerful cultural norms were often reported as constraining collaboration. Respondents underscored that many faculty believed that the services they provided to urban schools did not weigh heavily in promotion and tenure decisions. The lack of a reward system for sustained collaboration with P-12 school personnel was a frequently cited obstacle to collaboration.

Instability in personnel was another problem of some magnitude. A number of references to key personnel changes in the school district as well as in the SCDE and to transiency among teachers were reported with both movement of teachers from one urban school to another and teachers leaving the teaching force. The extent to which instability is an urban phenomenon is unclear. However, these respondents suggested a lack of stability at every level of their project from the managers to the pupils themselves.

Another commonly cited problem relative to cooperation in these responses was the matter of resources, particularly time and money. Several respondents observed that these are barriers of

significant proportions. Many respondents indicated that both their urban schools and their SCDE were limited, often severely, budgetarily. These resource constraints play out in many ways including heavy faculty workloads driven by student credit hours, with schedules between the various parties in intended partnerships difficult to coordinate as a result. Almost always, a lack of time to build productive working relationships was reported.

While it appears that these concerns can be addressed, they tend to interact with one another and powerfully mitigate against collaborative relationships between SCDEs and urban schools. Not one concern was characterized as a major problem by itself, but together their negative force was viewed as very considerable.

These barriers do continue to be challenged. Numerous enablers were reported by the IRs. The first of these, not surprisingly, is individual and, more importantly, collective will. These respondents suggested that problems in bureaucracy, instability, and even lack of resources can be overcome when there is collective commitment to a cause. Not surprisingly, the commitment of the top-level administrators is very important. The institutional researchers suggested that the enablers to successful collaboration included visible support from college/university presidents, deans of education, and local superintendents and principals.

A second common factor mentioned by the institutional researchers is a powerful byproduct of successful working relationships when they can be maintained over time. Specifically, the personal and professional contacts that teachers and professors have with one another is viewed more positively over time and it appears that this sustains collaboration despite the costs attached to it. Focusing on the nature of these relationships and how these are fostered in positive ways is important. Teacher education is commonly characterized as labor-intensive, and some suggest that is why progress in teacher education is slow. The other side of this coin is that this personal commitment of time and energy has its just rewards and ultimately is essential to effective collaboration between those in SCDEs and those in P-12 schools. The large number of examples of collaboration shared despite the lack of resources attest to the "will of the spirit" to overcome many of the most daunting barriers to collaboration and to the benefits derived for the costs invested.

The purpose of this section of the report has been to briefly describe the extent and nature of collaboration between urban SCDEs and urban school districts as these were recorded by institutional researchers. Many instances of success as well as failure were shared. In a time when resources are becoming even more scarce and the natural inclination for many is to withdraw from cooperating on joint endeavors and to focus exclusively on one's own mission, there were nonetheless examples shared to suggest that benefits are being derived from collaboration with P-12 schools in these urban contexts. The sharing is still predominantly faculty member by faculty member and is not widely or well institutionalized. These IRs suggest that corporate collaboration still has a long way to go between SCDEs and the world of practice. Nonetheless, many promising practices were shared and there is a sense of optimism despite the many difficulties encountered.

SUMMARY

As with each of the six previous years of the RATE study, these data point to common strengths to build upon and fundamental shortcomings which need to be more fully addressed. They reveal as well factors that appear either to enable or constrain progress. Finally, of course, they raise a number of questions beyond those entertained at the outset of the study. Thus, we conclude with what we perceived to be some indicators of quality and progress in the teacher education enterprise as well as some of the problems that remain with us and warrant our attention. A few of the more intriguing questions that these data raise, at least from our perspective, are also noted.

The Asset Side of the Ledger

The demography of the teacher education faculty in the RATE VII sample suggests some encouraging signs. Inroads have been made in regard to gender. For the first time in seven years the majority of faculty respondents in the sample were female, almost 55%. Also, while much remains yet to be accomplished, historically underrepresented populations in terms of race make up 15% of these teacher educators in institutions located in cities belonging to the Council of Great City Schools. African Americans comprise almost 10% of the total sample. One in six of these faculty members report that they are fluent in another language, a surprisingly high ratio and an encouraging sign given the increasingly multilingual nature of our major urban areas. The inroads relative to race and gender appear to have staying power as the sample shows representation across rank, which is primarily at the associate and professor level.

Contrary to the assertion of many, a fair percentage of these teacher educators (defined as faculty members whose primary affiliation is to a program or programs of teacher preparation) do appear to be engaged in school reform and restructuring initiatives in the urban context. About a quarter of the sample report heavy engagement in such activity and another almost half at least moderate involvement.

Faculty members, as in previous samples, are generally viewed as competent and accessible both by students and their colleagues. Despite real limitations in resources, these teacher educators generally report they are committed to continued renewal within their own institution.

The aggregate portrait of preservice students pursuing teacher eduction majors in these urban settings also is positive in many regards. Almost four in 10 prospective teachers (37%) reported their average grade in high school was an A. Most everyone maintained at least a B average and six of seven of these prospective teachers reported that they were in the top third of their class. Where SAT scores were available, the 898 average score is close to the national average of 906 for high school graduates. Over half of these preservice students also reported engaging in diverse extramural activities in high school, often of a leadership nature.

In these urban contexts, better than one in five preservice students (22.3%) come from historically underrepresented populations with African Americans comprising slightly more than 15% of the total sample. About one in seven of these students can speak a second language fluently. Again, challenges remain but visible inroads are apparent in these institutions in achieving a more diverse teaching force. Approximately 30% of all student respondents in the sample received scholarships or awards, a factor that likely speaks to the quality and diversity of this sample.

There are also numerous indicators that preservice programs in institutions located in a city belonging to the Council of Great City Schools or what we are classifying as an urban setting in this study are perceived by both faculty and students as of generally high quality. Better than nine in 10 preservice students rate their preparation as above average and over two-thirds on the highest two points on a 7-point scale. Faculty are also positive, although not to this extreme. Three in four students at the time of the survey rated their level of satisfaction as very high. This is a considerably higher percentage than those who reported they had this level of satisfaction when they began their teacher education study.

Over half of these prospective teachers (51%) viewed their education courses as intellectually demanding as their noneducation courses and more than a third (35%) reported them as more intellectually demanding. When questions about degree of competence in a variety of core abilities and understandings, many relevant to teaching successfully in an urban context, are raised, preservice students and their instructors are once again largely positive.

About six in seven students (86%) in the survey indicated that they intend to teach after graduation. Over three-fourths of these students (77%) reported that they are from more than adequately prepared to extremely well prepared to teach in an urban context, a much higher percentage than any previous sample. Employing Berliner's (1985) scale of skill development in teaching, better than two-thirds of these preservice teachers believed themselves to be competent, again a much higher percentage than in the past where advanced beginner was the most common characterization of ability by preservice teachers.

Finally, education heads and faculty report considerable willingness by those in the major urban districts to cooperate with them on matters of teacher education. They report multiple joint projects annually and a growing number of partner or professional development school arrangements. Indeed there appear to be multiple instances of good practice and considerable energy put forward to sustain and improve practice. This is fortunate, for surely there are some formidable challenges and continuing problems as well.

Toward the Debit Side of the Ledger

While the majority of faculty report progress and positive views of their programs, their colleagues, and their students, there is always a percentage who raise concerns and cautions. While this faculty sample reflects more diversity than in the past it doesn't reflect the diversity of the population in the inner city. Only one in 20 of the faculty respondents, even though 15% of them are from historically underrepresented populations, live in a neighborhood where historically underrepresented populations comprise the majority of that population. While four in five faculty express at least moderate satisfaction with their situation as a teacher educator, one in five do not; a percentage that would suggest some problem with morale and coordinated efforts toward the improvement of teacher education.

Similarly, while we find a more diverse student sample with multiple quality indicators who collectively are highly satisfied with their education, numerous concerns and cautions leap out from these data as well. Regardless of race and culture, these potential teachers represent a parochial and apolitical profile. Over nine in 10 attend school within reasonable proximity to home, 500 miles and often considerably less. The cost of their education mediates their choice. While many engage in a variety of extramural activities they are rarely ones of a political nature. Their interactions with individuals and groups from situations and cultures different than their own, even in college, remain limited. While a considerable majority of preservice students in these teacher preparation programs believe that they are prepared to teach in an urban context, they are not disposed to. Many more would prefer the suburbs or a rural context. Only one in five prefer a major urban setting (higher than previous samples) and only one in 15 a setting with large numbers of non-English speaking students. While up to two-thirds of the sample report some competence in addressing and understanding issues attendant to race, class, culture, and gender, obviously a considerable minority of these students even not knowing what they don't know are aware of their limitations in preparation.

While programs of preparation generally are viewed positively, these faculty assessments seem to be made within the context of doing what one can in the context that one is in. The fact that six in seven teacher educators strongly support the idea of a continued education experience into the first year of teaching in the urban context involving some adjusted load, release time, and support by a mentor of beginning teachers speaks to the limitations of the context in which they work and from which their perceptions are shared. Obviously there are no such arrangements for first-year teachers in most situations and when there are, the teacher education community is rarely a factor in providing teacher education at this phase in a manner related to what these novice teachers engaged in during preservice preparation. When progress in preservice programs over time is assessed, it is clear that curriculum modifications, not to be dismissed as unimportant, are the focal point. There is but limited evidence of sustained and collective action relative to the enhanced socialization and enculturation of students, laboratory development, and the improvement of instruction generally—especially employing contemporary communications technology. There is

little semblance of programmatic research and development into these preparation efforts nor rigorous evaluation of any systemic type.

The modest resource base for teacher education would appear to be declining in several, if not most, situations. Laboratory and clinical experiences for students are reduced primarily to episodic observations or tutorials in P-12 classrooms, often unsupervised. There are limited facilities on campus for laboratory development and the totality of such critical training can be calibrated to but an hour or two a week on the average. Clerical assistance for many faculty is clearly inadequate and three in 10 faculty report no support for a personal computer and no funds to support travel for their own continuing growth and development. The cycle of retrenchment and reallocation occurring at many institutions slowly eats away the support system for faculty and students. When resources, beyond those invested in salaries at many institutions, are factored into the equation for future reform, it is difficult to sustain a sense of optimism.

We hope the RATE VII report provides an accurate portrayal of the strengths as well as the shortcomings in the teacher preparation enterprise, especially as it is undertaken in the urban context. We conclude the report with questions raised by the study that we believe warrant our collective attention.

As RATE VII reveals, inroads have been made relative to the percentage of historically underrepresented individuals on teacher education faculties and among students enrolled in teacher preparation programs; much, however, obviously remains to be done. For example, what types of inter-institutional relationships, structural and contractual in nature, might be pursued to bring more of the diversity in the P-12 school work force and for that matter the larger urban community into our teacher education institutions? A number of short-term or part-time appointments targeted on specific goals could be pursued with various individuals from these sectors who are from historically underrepresented populations. This strategy is not intended to detract from the need to change the composition of more permanent, tenure-line faculty. Also, the challenge involved in recognizing and respecting temporary faculty is acknowledged. Surely, however, the need to strengthen relationships with the field can be fused with the goal of achieving a more diverse faculty.

Similarly, SCDEs in the urban setting could work with selected secondary schools to institute magnet arrangements to attract historically underrepresented students who have a potential interest in teaching to those schools. These secondary students could be provided a variety of services and opportunities such as a mentor, special courses in education, peer-tutoring opportunities, and a variety of activities with student teachers from the SCDE. These magnet teaching academies could be an extension of the partnership or professional development school concept. Successful students from underrepresented populations who sustain an interest in teaching could then be provided incentives to attend the cooperating SCDE.

A second question raised is how short-term student cohort arrangements (grouping students together for periods of several weeks or an academic term to pursue specific activities) might purposefully be structured to enable a greater understanding and celebration of diversity? How prospective teachers interact with one another in and out of class deserves much more attention. Critically important multicultural learnings cannot be accrued in the abstract and surely should precede assignment to a P-12 classroom.

A third question is what might be creative ways to expose more preservice students, and for that matter faculty, to the range of human service agencies with which many urban schools work? Enlisting such agencies to advertise part-time employment for preservice teachers or to establish apprenticeship opportunities for them with SCDEs, initiating dual majors such as education and social work, or having SCDEs establish joint appointments with personnel from several of these agencies would appear to be some of the more obvious places in which to begin to address this situation.

Many preservice teachers in this study reported that they believed they were prepared to teach in an inner-city context, yet they preferred not to. Thus, an important question is what might be specific incentives to attract more and better beginning teachers to these settings? Implementing entry-year assistance programs with the full involvement of SCDEs could serve as a major incentive. Some minor reduction in teaching load, continued educative coursework leading to an advanced degree, support groups comprised of first-year teachers, the assistance of a SCDE faculty member, and work with a consulting teacher at the school site are all possibilities. These forms of incentives should be a focus for pivotal policy changes at the state and local level.

The further attrition and diminishment of what was a weak laboratory and clinical base in teacher preparation to begin with is inexcusable. Teachers cannot continue to be prepared on the cheap, especially if we expect them to succeed in difficult-teaching settings. We conclude by asking how the teacher education community can work more closely with those in P-12 schools to develop specific learning-to-teach contexts, with documented cost/benefits of each? These laboratory and clinical activities could include teaching clinics, as in the extremely successful Reading Recovery program; case development with P-12 teachers; structured case studies of selected P-12 students; and various forms of computer conferencing among preservice students, SCDE faculty, and P-12 educators.

APPENDIX A

Participating Institutions in the RATE VII Study

Alverno College
Milwaukee, Wisconsin

American University
Washington, DC

Augsburg College
Minneapolis, Minnesota

Belmont College
Nashville, Tennessee

Boston College
Boston, Massachusetts

Butler University
Indianapolis, Indiana

California State University, Long Beach
Long Beach, California

California State University, Fresno
Fresno, California

Capital University
Columbus, Ohio

University of Cincinnati
Cincinnati, Ohio

University of Dayton
Dayton, Ohio

University of the District of Columbia
Washington, DC

Gallaudet University
Washington, DC

Georgia State University
Atlanta, Georgia

Grand Canyon University
Phoenix, Arizona

Harris-Stowe State College
St. Louis, Missouri

Hamline University
St. Paul, Minnesota

Hofstra University
New York, New York

University of Houston
Houston, Texas

Hunter College - CUNY
New York, New York

Johns Hopkins University
Baltimore, Maryland

Louisiana State University and A&M College
New Orleans, Louisiana

Marian College
Indianapolis, Indiana

University of Maryland, Baltimore
Baltimore, Maryland

Memphis State University
Memphis, Tennessee

Metropolitan State College
Denver, Colorado

University of Miami
Miami, Florida

University of Minnesota
Minneapolis, Minnesota

Morgan State University
Baltimore, Maryland

University of Nebraska, Omaha
Omaha. Nebraska

University of New Orleans
New Orleans, Louisiana

New York University
New York, New York

Norfolk State University
Norfolk, Virginia

Northeastern Illinois University
Chicago, Illinois

Nova University
Miami, Florida

Ohio Dominican College
Columbus, Ohio

Ohio State University
Columbus, Ohio

Oklahoma Christian University
of Science and Arts
Oklahoma City, Oklahoma

Pace University
New York, New York

Rice University
Houston, Texas

College of St. Catherine
St. Paul, Minnesota

University of St. Thomas
St. Paul, Minnesota

San Diego State University
San Diego, California

San Francisco State University
San Francisco, California

University of Staten Island
New York, New York

Suffolk University
Boston, Massachusetts

Temple University
Philadelphia, Pennsylvania

University of Toledo
Toledo, Ohio

Trevecca Nazarene College
Nashville, Tennessee

Wayne State University
Detroit, Michigan

Webster University
St. Louis, Missouri

Wright State University
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APPENDIX B

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